**Shamokin Area 10th Grade English Curriculum – Poetry**

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| Focus | CommonCoreStandards | Objectives | Resources | AssessmentsFormative/Performance | AcademicVocabulary |
| Textual EvidenceSound DevicesAnalysis of Literary ElementsFiction/Poetry ComprehensionVocabulary Acquisition from TextOrganization and Essay StructureNarrative WritingUse of TechnologyAccelerated Reader | CC.1.3.9.ACC.1.3.9.BCC.1.3.9.CCC.1.3.9.DCC.1.3.9.ECC.1.3.9.FCC.1.3.9.GCC.1.3.9.HCC.1.3.9.ICC.1.3.9.JCC.1.3.9.KCC.1.4.9.BCC.1.4.9.CCC.1.4.9.DCC.1.4.9.ECC.1.4.9.FCC.1.4.9.GCC.1.4.9.HCC.1.4.9.JCC.1.4.9.KCC.1.4.9.LCC.1.4.9.MCC.1.4.9.NCC.1.4.9 OCC.1.4.9.PCC.1.4.9.QCC.1.4.9.RCC.1.4.9.SCC.1.5.9.ACC.1.5.9.BCC.1.5.9.CCC.1.5.9.DCC.1.5.9.G | * + - * Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Determine theme or central idea of a text and analyze its development over the course of the text.
* Analyze how complex characters are developed over the course of the text.
* Determine the meaning of words and phrases as they are used in a text.
* Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
* Analyze the representation of a subject or a key scene in two different artistic mediums.
* Analyze how an author draws on and transforms source material.
* Analyze documents of historical and literary significance.
* Write arguments to support claims in an analysis of substantive topics or texts.
* Write informative or explanatory texts to convey complex ideas, concepts, and information.
* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* Produce clear and coherent writing.
* Develop and strengthen writing as needed.
* Use technology to produce, publish, and update individual writing products.
* Draw evidence from literary texts to support analysis.
* Write routinely over extended and shorter time frames.
* Participate effectively in a range of collaborative discussions.
* Evaluate a speaker’s POV, reasoning, and use of evidence and rhetoric.
* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* Apply knowledge of language to understand functions in different contexts.
* Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
* Demonstrate understanding of figurative language, word relationships, and nuances.
* Acquire and use accurately general academic and domain-specific words and phrases.
 | Textbook – Prentice Hall Literature Grade 10* “The Bridegroom” by Alexander Pushkin pg. 594
* “The Guitar” and “Dreams” by Federico Garcia Lorco pgs. 601
* “The Fish” by Elizabeth Bishop pg. 602
* “Danny Deever” by Rudyard Kipling pg. 604
* “Fear” by Gabriela Mistral pg. 648
* “The Bean Eaters” by Gwendolyn Brooks pg. 649
* “La Belle Dame Sans Merci” by John Keats pg. 650
* “Conscientious Objector ” by Edna St. Vincent Millay pg. 673
* “Pride” by Dahlia Rovikovitch pg. 674
* “Tell all the truth, but tell it slant--” by Emily Dickinson pg. 675
* “The Weary Blues” by Langston Hughes pg. 682
* “In Flanders Fields” by John McCrae pg. 684
* “Jazz Fantasia” by Carl Sandburg pgs. 685
* “The Kraken” by Alfred, Lord Tennyson pg. 689
* “Meeting at Night” by Robert Browning pg. 690
* “Reapers” by Jean Toomer pg. 691
* “Sonnet 1” and Sonnet 18” by William Shakespeare found in Mrs. Shadle’s poetry packet

OrganizerTeacher Created Information* Introductory Terms
* Notes
* Analysis

Microsoft WordRenaissance Place* Student Selected Novels
 | * Class Discussion
* Handouts/Classwork
* Vocabulary
* Notes
* Analysis
* Questions
* Essays/Rubric
* Quizzes
* Tests
* Bell Ringers
* TDAs
* Renaissance Place
 | * Introductory Terms
* Lyric Poetry
* Sonnet
* Narrative Poetry
* Dramatic Poetry
* Musical Devices
* Figurative Language
* Literary Analysis Terms
* Rhyme Scheme
* Simile
* Imagery
* Speaker
* Metaphor
* Personification
* Paraphrase
* Connotation
* Images
* Rhythm
* Alliteration
* Assonance
* Consonance
* Rhyme
* Onomatopoeia
* Shakespearean Sonnet
* Petrarchan Sonnet
* Iambic Pentameter
* Text Vocabulary
* Foreboding
* Monotonously
* Venerable
* Haggard
* Sojourn
* Millennial
* Slumbering
* Pallor
* Ebony
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